

UNIVERSITI TEKNOLOGI MARA

**DRAMATISATION AS A STRATEGY
IN TEACHING AURAL-ORAL
SKILLS TO LEARNERS IN A
RURAL PRIMARY SCHOOL**

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requirements
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AUTHOR'S DECLARATION

I hereby declare that the work in this dissertation was carried out in accordance with the regulations of University Teknologi MARA. It is original and is the results of my own work. Unless otherwise indicated or acknowledged as referenced work. This topic has not been submitted to any other academic or non-academic institution for any degree or qualification.

In the event that my dissertation be found to violate the conditions mentioned above, I voluntarily waive the right of conferment of my degree and agree be subjected to the disciplinary rules and regulations of Universiti Teknologi MARA.

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ABSTRACT

This case study investigates if techniques of dramatisation could be an effective strategy in teaching aural/oral skills among Year Six learners in a rural national primary school in Sungai Lemau, Sekinchan, Sabak Bernam district in Selangor. The sample for this study was 50 Year Six learners. This study was designed to find out whether the use of dramatisation via a drama workshop is effective in improving the aural-oral skills of the sample. Both qualitative and quantitative methods were adopted in the study. The qualitative investigation covered evaluation of attitudes, perceptions and behaviour while the quantitative portion involve the generation of statistical data analysis from the results of their pre and post-test of the School Based Oral Assessment. The purpose of the study was to use the drama workshop as a remedy to help these learners speak English in order to help them improve their oral test scores. During the drama workshop, they learned to speak and communicate in English using puppets and other props. The samples participated actively in the drama activities and participated in listening and speaking games which they had not experienced in their classroom before. The analysis of the findings from the research instruments used; survey questionnaires, observation, interviews and written journal feedback revealed that the learners were more confident and not afraid of making mistakes when speaking English. They created puppets and stories to role play in the classroom with props. The paired sample t-test used to measure the difference between the oral pre and post-tests revealed a significant difference between the pre and post-tests scores establishing a relationship between the achievement of learners and the use of 'Dramatisation' as a learning strategy in the enhancement of aural-oral skills.

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CHAPTER 1

INTRODUCTION

1.0 Introduction

This case study aims to investigate and analyse the use of dramatisation in teaching aural and oral skills to a class of Year 6 learners in a rural national primary school or Sekolah Kebangsaan (henceforth, SK), that is Sekolah Kebangsaan XR, Sekinchan, Selangor, Malaysia. Unlike the usual theatre performance on stage, the context of dramatisation for language teaching in this study consists of drama activities that stimulate the emotions and imagination of learners. The study discusses how dramatisation in the language classroom helps to develop and enhance learners' listening and speaking skills. Despite conventional reading comprehension and grammar classes, these drama activities can provide stimuli that enrich students' learning experience and their aural and oral skills. Through exposure to different utterances commonly used in real-life situations, they can learn to communicate effectively in a second language. At the primary level in Malaysia, aural and oral skills are assessed twice a year in school which is in April for the first term and July for the second term. For the convenience of this study and all the Year 6 learners, the School Based Oral Assessment (henceforth, SBOA) was held in April as the Pre-test and the second assessment was held in May as the Post-test. This means that the post-test would be their final SBOA to replace the one in July. Drama Workshop which was the intervention used in this study therefore began after the pre-test in April.